

# Assessment Policy

Committee ownership for this policy	Curriculum and Achievement Committee
Must be approved by FGB:	Full governing body or proprietor
Required by: 1 / 2 <ul style="list-style-type: none"> <li>Where 1 is indicated, the requirement is statutory</li> <li>Where 2 is indicated, the requirement is recommended</li> </ul>	2
Frequency of review:	Annually
Date last reviewed:	June 2016
Date of next review:	June 2017
Display on website:	Yes
Purpose:	To support staff in how we assess pupils, track their progress and help them achieve the highest possible standards. The policy also outlines how we communicate with parents and other stakeholders.
Consultation:	Staff and Governors
Links with other policies:	Marking and Feedback Policy SEND Information Report English Policy Maths Policy Equalities Policy

**Reviewed and agreed by all staff 27-6-16**

## **Why do we assess children?**

Children's attainment and progress is closely monitored at Kew Riverside in order that we can provide the best possible opportunities and highest levels of support for all children. Assessment information feeds into planning to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

## **The aims and objectives of assessment at Kew Riverside are:**

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teachers to plan for learning that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.

## **Aims of the National Curriculum 2014**

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

## Ofsted

- Ofsted **does not** expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.
- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted **does not** expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- While inspectors will consider how written and oral feedback is used to promote learning, Ofsted **does not** expect to see any written record of oral feedback provided to pupils by teachers.
- If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.
- Ofsted **does not** expect schools to provide evidence for inspection beyond that set out in this inspection handbook.
- Ofsted **will** take a range of evidence into account when making judgements, including published performance data, the school's in-year performance information and work in pupils' books and folders, including that held in electronic form. However, unnecessary or extensive collections of marked pupils' work **are not** required for inspection.
- Ofsted **does not** expect performance and pupil-tracking information to be presented in a particular format. Such information should be provided to inspectors in the format that the school would ordinarily use to monitor the progress of pupils in that school.
- Ofsted **does not** require teachers to undertake additional work or to ask pupils to undertake work specifically for the inspection.
- Ofsted **will** usually expect to see evidence of the monitoring of teaching and learning and its link to teachers' performance

management and the teachers' standards, but this should be the information that the school uses routinely and **not** additional evidence generated for inspection.

- Ofsted **does not** require schools to provide evidence for each teacher for each of the bulleted sub-headings in the teachers' standards<sup>1</sup>.

***(From School inspection handbook - Handbook for inspecting schools in England under section 5 of the Education Act 2005, August 2015, last updated 11 January 2016)***

## **Assessment at Kew Riverside Primary School**

Staff at Kew Riverside have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst providing a greater focus on deep learning. Assessment takes into account children's strengths as well as areas where they need support.

### **Formative Assessment**

Formative assessment is an on-going, daily part of lessons. To support the child in their learning they need to know where they are, where they need to get to and crucially, how to 'close the gap'. This is something that should involve the children as much as possible. Strategies to support this include;

#### **1. Asking questions**

To support children's understanding, teachers will ask children a range of open-ended questions including application, analysis, synthesis and evaluation type questioning.

#### **2. Talk Partners**

Rather than children always putting their hands up, teachers will give children opportunities to spend a short amount of time discussing a question with their partner. Teachers will ask an individual or pair of children to respond when they have had time to articulate their ideas.

### **3. Success Criteria**

Children will be given opportunities to explore whether their work meets the success criteria for the lesson. The children are then encouraged to discuss why one piece meets the criteria and how to develop work that does not.

### **4. Self- and peer assessment**

Children are given the opportunity to reflect on their own work and be actively involved in 'closing the gap' between their current and desired practice. Using the success criteria children will be given time and encouragement to identify improvements in their work. The children will then be given the opportunity to develop their work on their own and/or with a peer.

### **5. Effective feedback**

Feedback is an essential element of formative assessment. Effective feedback ensures pupils see for themselves what they need to do to improve their work and how to 'close the gap'.

*Please refer to our Marking and Feedback policy for more information.*

Formative assessment in Years 1 to 6 is recorded in Pupil Asset, our computer-based tracking system. For each learning objective within each and every subject, children are assessed against the following descriptors as either:

- Taught but no understanding yet
- Understanding (with support)
- Independently achieved

Learning objectives are recorded in books. Each National Curriculum criteria should be taught on several occasions during the school year. This will enable teachers to evidence progress.

Most assessment information will be collected through observations, information in books, pupil self-assessment and low-stakes assessment activities such as class quizzes, etc.

### **Summative Assessment**

A summative judgement will be made each half term for English reading, English writing and maths.

The summative judgement is an 'Age and Stage' descriptor across 7 steps of progress each year for Years 1-6 (*in Reception we use a different system to accrue progress against objectives and only record the summative judgement each half term in Pupil Asset*).

Embarking 0-15% of NC objectives achieved

Embarking 16-30% of NC objectives achieved

Emerging 31-42% of NC objectives achieved

Emerging 43-54% of NC objectives achieved

Expected 55-75% of NC objectives achieved (including 100% of KPIs)

Embedding 76-89% of NC objectives achieved (including 100% of KPIs)

Exceeding 90%+ of NC objectives achieved (including 100% of KPIs)

To be expected or above, a child must have achieved 100% of the Key Performance Indicators (KPIs). If a child achieves 'Embedding' or above by the end of the year, they may begin on Embarking at the next year group.

At the end of each half term, teachers make judgements that are frozen moments in time, based on the percentage of National Curriculum objectives a child has achieved independently up to that date. The teacher may also use the results of optional tests each term to support this judgement. It is essential that the teacher uses the independently achieved outcomes to give the truest picture of what the child can and cannot do as of that time. This data is entered into *Pupil Asset*. This is then discussed at half-termly Pupil Progress Meetings, agreed and analysed to identify gaps to ensure all individuals and groups have the correct provision for their needs. All teachers have access to their class data to track how individuals and specific groups have performed since they have joined the school. The data system also holds some contextual information about individuals, groups and cohorts. This will also include attendance and behaviour, which may also feed into planning.

Summative data is used to track the progress of children during that year, across key stages and since the child began at Kew Riverside. It is also used to assist school leaders and the governing body to:

- Monitor standards
- Analyse the performance of individual pupils and key groups and cohorts.

- Ascertain individuals, groups or cohorts that require additional support.
- Allocate this additional support where necessary.

### **Reception - Foundation stage profile**

Mainly through observations, staff will add information to an assessment profile for each individual. The team make a summative judgement four times per year, based on information they gather from observations, interactions, learning journals and small group and individual assessments. This information is based on three categories within the appropriate 'Age and Stage' band for each individual child. Most children start Reception entering the 40-60 month stage. These assessments are kept on a Foundation stage tracker – we use a program called *Tapestry*. The teacher's views of attainment and progress are shared at parent consultation meetings. Staff will continue to complete a learning journey book of photos and comments. Parents and carers are able to contribute to this document and also to *Tapestry*. Reception children are described as Emerging (1), Expected (2) or Exceeding (3) for each Early Learning Goal by the end of the year.

Kew Riverside give children every opportunity to develop and experience the best possible start to education thus making the transition from Reception to Year 1 a smooth one.

### **Year One Phonics Screening Check (Statutory)**

All children in Year 1 are required to participate in a Phonics Screening Check. This assessment will be administered by the Year 1 teacher. Results are included within the Year 1 end of term report. Children who do not reach the pass mark will re-take the screening in Year 2.

### **SATs - Assessment at the end of Key Stage (Statutory)**

*Arrangements are subject to national agreement and the school will follow the guidance and advice from the Local Authority.*

Children in Year 2 and Year 6 are assessed during May in Reading, Writing, Grammar/Punctuation/Spelling, Maths and Science. The results of these

assessments are reported annually to the parents by the governing body. The national expectation is that children should aim to achieve the Expected Standard (EXS) at the end of Year 2 and the Expected Standard (EXS) at the end of Year 6. Children may also achieve above expected for Year 2 and Year 6 and this is called Greater Depth Standard (GDS) (currently not for Science). *(These descriptors were true as at Summer 2016)*

### **In-Year – Key Stage 1 and 2**

In Key Stage 1 the expectation for each pupil is to make 7 steps of progress per academic year in all subjects and to reach the ‘Expected’ Age and Stage.

In Key Stage 2 the expectation for each pupil is to make 7 steps of progress per academic year in all subjects and to reach the ‘Expected’ Age and Stage.

### **Progress - Using Pupil Asset Points (PAPs)**

We use Pupil Asset Points to measure in-year progress and progress between key stages and since the child began at school. The expectation of 7 points per year (9 in Reception) sets out that children should be starting on 62 PAPs at Reception and leaving KS2 on 113. Therefore, children at Kew Riverside should be making 28 PAPs progress between KS1 and KS2 (113-85).

In this table, the summer 2 column is the ‘Expected’ PAPs for the child’s Age, if they came up as ‘Expected’ (reaching 7 points progress per year). If they reach this milestone earlier, it will show as just above to outstanding progress. If later, it will show as just below to well below.

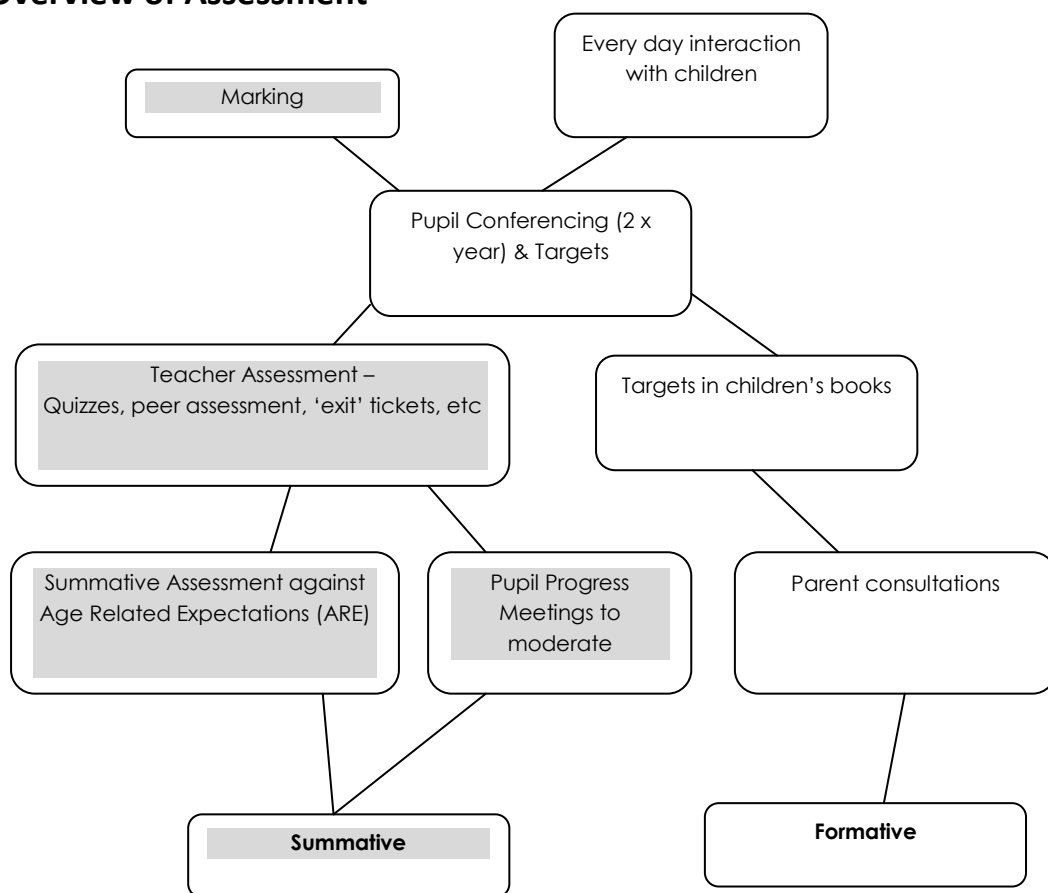
### **Expected Progress Table**

	<b>Start</b>	<b>Aut 1</b>	<b>Aut 2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Sum 2</b>
<b>Rec</b>	62.00	63.29	64.57	65.86	67.14	68.43	<b>71.00</b>
<b>Y1</b>	71.00	72.17	73.33	74.50	75.67	76.83	<b>78.00</b>
<b>Y2</b>	78.00	79.17	80.33	81.50	82.67	83.83	<b>85.00</b>
<b>Y3</b>	85.00	86.17	87.33	88.50	89.67	90.83	<b>92.00</b>
<b>Y4</b>	92.00	93.17	94.33	95.50	96.67	97.83	<b>99.00</b>
<b>Y5</b>	99.00	100.17	101.33	102.50	103.67	104.83	<b>106.00</b>
<b>Y6</b>	106.00	107.17	108.33	109.50	110.67	111.83	<b>113.00</b>



Therefore, if a Y3 child is working at a PAPs score of 88.5 in Year 3 Spring 1, they would be making expected progress. However, if they were at 87.33 in Spring 1 their progress would be  $87.33 - 88.50 = -1.17$  (negative progress). This would be reported on Pupil Asset as 98.83 ( $100 - 1.17$ ).

## Overview of Assessment



## Pupil Conferencing

Pupil conferencing is an opportunity for the teacher (Y1-6) and pupil to talk on a one to one basis in order to establish how the pupil is getting on and discuss their next steps. This will be achieved through 1:1 discussion at least twice a year. The teacher may decide on an individual basis that is 1:2 is a good use of their and the pupils' time. It is not expected that teachers would go beyond this ratio.

The outcome of pupil conferencing is for:

The pupils

- to say what they are good at
- to identify the next steps in their learning
- to feel good about themselves

The teachers

- to have a better understanding of the pupil (socially and emotionally)
- to discuss the pupil's next steps in their learning

Pupil conferencing notes will be made on Child & Parent Consultation Sheets. These sheets are an aide-memoire for teachers' use only.

Children from Y1-6 have targets for English (reading and writing) and maths. These are steps of learning that explain what a child needs to achieve during either a unit of work or to achieve an 'Age and Stage' descriptor. These should be reviewed on an ongoing basis, during day to day interactions with the child, or during pupil conferencing. Targets, including those achieved and being currently worked on are recorded in a format set out in our Marking and Feedback Policy.

Targets will also be shared with parents in the half-termly report and during parent consultations.

### **Parent consultations**

Parent consultation evenings take place in the Autumn and Spring terms for children in Reception through to Year 6. Parents of children with SEND are offered extended meetings to discuss additional provision and progress against agreed outcomes. There is an optional third consultation following the final reports in July. During these meetings parents will be informed of their child's progress against national expectations. Target statements will also be shared to inform parents of their child's next learning steps. This is also an opportunity for parents to acknowledge any significant achievements or raise

any concerns. Teachers use the parent and child meeting record as an aide-memoire. The teacher will, in the days before a parent consultation, children contribute to these meetings with their views on their learning, their achievements and their difficulties, via a verbal or written format. With the parents' agreement, children can attend the meetings in Year 3, 4, 5 and 6.

### **Reports to parents**

At the end of each half-term, families will receive a report detailing progress and achievement across English reading, English writing and maths. In Reception, the report will be each term. The report will be based on summative assessments by the teachers. Parents / Carers are encouraged to provide feedback to the school via the return slip on the report. These mini-reports will be generated by our tracking system. Staff will be given one report writing day in the summer term to support completion of the final larger report. The report will also contain attendance and behaviour data. The behaviour data will be compiled from incidents logged into *Pupil Asset* over the course of the year.

### **Inclusion**

Kew Riverside is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the Inclusion Manager, parents and external agencies (where appropriate) to plan tailored support. The main groups we track are:

- Gender
- Children in receipt of the Pupil Premium Grant (PPG)
- Children with Special Educational Needs and Disabilities (SEND)
- Children who are regarded by their teachers as Academically More Able (AMA)
- Children with English as an Additional Language (EAL)

We may also track other groups depending on their needs.

We follow the 'Assess, Plan, Do, Review' cycle to ensure all children are monitored closely and make progress. We use SEND support plans, where appropriate, which are reviewed with the child and parents termly. The Inclusion Manager is available to provide advice to staff and families. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. See separate SEND policy for more information.

### **Whole School Curricular Targets**

At the start of the academic year, once a full analysis of pupil performance in the previous year has occurred, whole school curriculum targets should be established in English and Maths. This will feed into the whole School Development Plan (SDP), Performance Management and the Self-Evaluation Form (SEF).

### **Internal and External Moderation of Standards**

The school will undertake internal and external moderation of standards with the advice and guidance of the Local Authority. Throughout the year, as part of monitoring of teaching and learning and performance management, leadership will undertake a review with staff to ensure high standards are maintained. This will include observations of teaching, regular book scrutiny, planning monitoring and child conferencing. We also meet with local schools throughout the year, to moderate our judgments and to have a professional dialogue with colleagues.

### **Statutory Target Setting**

The school will undertake statutory target setting as directed by the Local Authority.

**Note**

*We are currently awaiting results from the 2016 SATs and the analysis of that data, to inform us of how we compare against national and local schools. We will use this information to ensure the attainment and progress of all of our children is at its highest potential. This includes monitoring and analysing the attainment and progress of various groups such as gender, PPG, EAL, AMA and SEND where action is taken to close any gaps compared to children not in these groups.*